

## Pupil Premium Statement 2016-17

### Targets for 2016-17

In addition to whole school Key Improvement Priorities, targeting the highest quality first teaching, specific areas of focus for improvement amongst disadvantaged students were:

- attendance
- attitudes to learning
- behaviour for learning
- literacy

Below are outcomes and strategies for further improvement. Unless otherwise stated strategies used this year will continue with improvements derived from evaluation of effectiveness.

### Disadvantaged Student Profile by year group

Year group	PP status	SEND Number	SEND Percentage of sub group	EHCP number	EHCP Percentage of sub group	Total students year group	Total sub group	Total sub group percentage of year group	Total FSM	Total FSM percentage of year group
7	PP	5	23%	0	0%	81	22	27%	9	11%
	Non PP	13	22%	0	0%		59	73%		
8	PP	8	21%	2	5%	105	38	36%	13	12%
	Non PP	6	1%	1	1%		67	64%		
9	PP	10	9%	2	2%	116	31	27%	11	9%
	Non PP	11	13%	1	1%		85	73%		
10	PP	8	7%	2	2%	118	37	31%	19	16%
	Non PP	10	12%	1	1%		81	69%		
11	PP	4	3%	2	1%	134	38	28%	13	10%
	Non PP	6	6%	1	1%		96	72%		

### Key

PP Students classified as 'Pupil Premium'  
 Non PP Students not classified as 'Pupil Premium'  
 PEX Permanent Exclusion

DOL Director of Learning  
 WEX Work Experience  
 SLT Senior Leadership Team

SAL Standards and Achievement Leader  
 DC Data Capture  
 SM Student Manager

## GCSE outcomes

	2015-16 Outcomes	PP	Non PP	2016-17 Outcomes	PP	Non PP
<b>Cohort Size</b>	<b>134</b>	<b>34</b>	<b>102</b>	<b>134</b>	<b>38</b>	<b>96</b>
<b>% on or above targets</b>	<b>23.7</b>	16.7	25.9	<b>47</b>	<b>35</b>	<b>51.1</b>
<b>Attainment 8/Average Grade</b>	<b>4</b>	3.37	4.31	<b>3.9</b>	<b>2.65</b>	<b>4.35</b>
<b>Grade 5 or better in both Maths and English</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>30.6%</b>	<b>7.9%</b>	<b>39.6%</b>
<b>Grade 4/C or better in Maths and English</b>	<b>43%</b>	23.5	49	<b>48.5%</b>	<b>26.3%</b>	<b>57.3%</b>

<b>% Students meeting or exceeding Target Grades</b>												
	English			Maths			Science - Core			Science - Additional		
Number of entries	All	PP (37)	Non PP (98)	All	PP (37)	Non PP (97)	All	PP (34)	Non PP (77)	All	PP (25)	Non PP (66)
2017*	36.3	21.6	41.8	38.8	27	43.3	36.3	14.7	29.9	36.3	28	39.4
2016	14.8	8.6	17	15.4	8.6	17.8	11.1	6.1	8.6	11.1	0	14
2015	32.9	23.1	36.6	19.3	10.3	22.8	36.5	8.1	22.9	36.5	28.6	38.8
2014	25.9	0	34	25.9	15.6	29.1	33.3	12.5	34.1	33.3	20	35.4

<b>Positives</b>	<b>Strategies for further improvement</b>
<ul style="list-style-type: none"> <li>Higher proportion of targets met by PP students than in the previous year although not in line with the increase within Non PP cohort</li> <li>Increase in proportion of PP students achieving a standard pass in maths and English</li> </ul>	<ul style="list-style-type: none"> <li>Saturday and holiday scheduled intervention for all subjects beginning from October 2017</li> <li>Subject designated days for after school for intervention from October 2017</li> <li>Identification of target students from early data capture and bespoke invitation to interventions in holidays and after school so that students are guided where support is most required</li> <li>Lunch time study room for year 11's only from November 2017</li> <li>Subject support resources information published on the website</li> <li>SLT mentoring of students underachieving at data capture points</li> <li>SLT meetings with disadvantaged students to support</li> </ul>

## Attendance

Year Group	PP Status	Percentage of students with improved attendance DC1 to DC2	Percentage of students improved to 90% or above DC1 to DC2
7	PP	23%	0%
	Non PP	20%	5%
<b>GAP</b>		<b>3%</b>	<b>-5%</b>
8	PP	39%	11%
	Non PP	27%	6%
<b>GAP</b>		<b>13%</b>	<b>5%</b>
9	PP	32%	13%
	Non PP	34%	5%
<b>GAP</b>		<b>-2%</b>	<b>8%</b>
10	PP	46%	14%
	Non PP	36%	10%
<b>GAP</b>		<b>10%</b>	<b>4%</b>
11	PP	30%	8%
	Non PP	30%	4%
<b>GAP</b>		<b>0%</b>	<b>4%</b>

Positives	Strategies for further improvement
<ul style="list-style-type: none"> <li>Years 7, 8, 10, and 11 all indicate improved attendance</li> <li>In years 8-11, the percentage of students who improved their attendance to 90%+ was greater in the PP cohort than in the Non PP cohort</li> </ul>	<ul style="list-style-type: none"> <li>Early identification of poor attenders by Attendance Officer and monitored by Inclusion Lead.</li> <li>Implementation of updated planned strategy to improve attendance including; warning letters, behaviour plan meetings, EIT support</li> <li>Tutors to follow up on poor attendance daily and check for issues with homework or particular lessons which may be causing an issue.</li> <li>Poor attenders phoned in the morning of absence by Student Managers to build closer relationship with home and encourage attendance</li> </ul>

## Attitudes to Learning and Homework

A revised reporting system was introduced to allow students, parents and teachers to collectively focus on the improvement in student's attitudes to their learning rather than on their attainment. This was achieved through the reinforcement of high student aspirations in every aspect of their journey within The Academy and high expectations for students by teachers and parents/carers.

A rigorous approach to marking and feedback was introduced alongside an improved structure for the setting and evaluation of homework. At each data capture for each year group, analysis of progress for all students was made by SLT and DoLs. Identification of students whose progress was not reaching the expected standard was then scrutinised by gathering information on interventions that had taken place and identifying next steps. Students were actively involved in this process. The Pupil Premium lead teacher worked with PP students identified as having particular difficulties in organising homework, assisting with printing and time management skills and referral to the LRC.

Positives	Strategies for further improvement
<ul style="list-style-type: none"> <li>• All year groups improved attitudes to learning DC1 to DC2.</li> <li>• Years 7,8,9,11 showed an improvement in the percentage of PP students achieving the expected standard in their Attitudes to Learning.</li> <li>• All year groups show improved attitude to homework DC1 to DC2. This. In all but year 7 and 10, improvement was above that of the comparative non PP cohort.</li> <li>• Increased use of the LRC for homework</li> </ul>	<ul style="list-style-type: none"> <li>• Standards and Achievement Leaders to monitor academic and pastoral progress for students in each year group.</li> <li>• Rigorous schedule for book looks to quality assure student experience of feedback in respect of developmental advice towards targets and stretch and challenge (expectations)</li> <li>• Rigorous monitoring by DoLs and Assistant Head of the quality and quantity of homework received by students.</li> <li>• Introduction of target stickers for all books to encourage students to focus on their goals.</li> <li>• Assemblies to include overt reference to all aspects of diversity so creating a supportive culture of equality and respect among students</li> <li>• Use of Students (STARS) to deliver assemblies</li> <li>• Homework support provision manned by teaching assistants and monitored by Standards and Achievement Leaders.</li> <li>• Monitoring and communication with parents in respect of parental engagement with Show My Homework and Classcharts as a means of supporting disadvantaged students</li> </ul>

## Behaviour for Learning

Behaviour for learning across the Academy improved significantly in 2016-17 further to a purposeful drive towards clearer systems and consistent interpretation. A series of measures were introduced or expanded to clearly guide students and parents/carers into developing an expectation of good behaviour for learning both in classrooms and at social times within the school. Analysis by year groups shows some variation in response to the strategy and has informed actions for 2017-18, particularly pertaining to further improvements that can be made to ensure behaviour of disadvantaged students continues to improve.

Positives	Strategies for further improvement
<ul style="list-style-type: none"> <li>• A similar proportion of achievement points were secured by both PP and non PP students</li> <li>• The gap between positive achievement points achieved by PP and non PP students narrowed across Data capture points.</li> <li>• The gap between negative behaviour points received by PP and non PP students narrowed across Data capture points.</li> </ul>	<ul style="list-style-type: none"> <li>• New initiatives around positive engagement via the rewards system. Staff encouraged to reward for demonstration of positive values and not just academic performance and attitudes to learning. Reward booster weeks to encourage engagement amongst disadvantaged students who may not have made a positive start.</li> <li>• Regular updates to staff to show any disparity between disadvantaged and others so that they are conscious of correcting the bias by identifying other ways to give rewards</li> <li>• Termly celebration assemblies recognising improvement and achievement as reflected in net points gained</li> <li>• Reward trips for high net points with active targeting for the highest within disadvantaged groups so removing any bias in rewards/sanctions that may remain</li> </ul>

## Managing More Challenging Behaviours towards Successful Student Outcomes

The Assistant Headteacher, Inclusion has responsibility for oversight of PP progress within the school but also manages the more bespoke provisions that can arise for students due to difficulties they present in engaging with the curriculum or because they have become unwell or require additional support on compassionate grounds. In each of these situations we see PP students over represented beyond the 30% of the cohort they comprise.

We have employed a system of internal exclusions to reduce the number of external exclusions and so maintain continuity of learning and safeguard students who may be at increased vulnerability when excluded off site. This coupled with the increased use of parental contact and meetings by all staff, Tutors, Student Managers and SLT, has resulted in a greatly improved culture of acceptable behaviour in all areas of school life.

Positives	Strategies for further improvement
<ul style="list-style-type: none"> <li>• Reduction in the proportion of fixed term exclusions</li> <li>• Effective use of mentoring to support disadvantaged students</li> <li>• Effective report systems to impact on close monitoring of behaviour trends and early intervention amongst disadvantaged students.</li> <li>• Effective use of Student Managers in early interventions</li> <li>• Positive impact amongst students who received Speakeasy interventions. 63% of those receiving this support were disadvantaged students and over half of these showed significant behavioural improvements as a result of the intervention.</li> <li>• Effective and successful use of managed moves to support a fresh start for students from disadvantaged backgrounds whose circumstance indicated this strategy may be effective. 75% were successful.</li> <li>• Effective and successful use made of work experience provision to support PP students (50% of the 4 PP students who were supported by a bespoke WEX pathway successfully completed the year. Of these 2, one gained an apprenticeship and one was reintegrated back in to year 11 to complete their qualifications positively.</li> <li>• Effective and successful use of other alternative provision pathways to support completion of at least 2 qualifications where students were at risk of PEX or failure to gain any qualifications.</li> </ul>	<ul style="list-style-type: none"> <li>• Extended use of Internal Exclusion rather than External Exclusion for disadvantaged students. Being in school reduces risk for these vulnerable students and ensures they will have greater continuity in their studies.</li> <li>• Earlier implementation of PSP's as a supportive measure and to allow earlier identification of students where a Managed Move may be of advantage.</li> <li>• Use of respite care in The Jubilee Academy to support students in very small groups and allow them to focus on developing good behaviour for learning habits so that re-integration into mainstream produces better outcomes.</li> </ul>

## Improving Literacy

The whole school has been actively involved in improving literacy across the curriculum.

Positives	Strategies for further improvement
<ul style="list-style-type: none"> <li>• Accelerated Reader cohort saw improvement of over 1 year in Reading age.</li> <li>• Positive engagement of students in TA reading support in small groups or 1:1</li> <li>• Effective implementation of CPD on strategies for supporting literacy via reading tasks and displays in all subjects</li> <li>• Positive improvement in participation in DEAR in Tutor time</li> <li>• Active involvement of students in gaining merits by use of Word of the Week</li> </ul>	<ul style="list-style-type: none"> <li>• All English classes to have an LRC lesson a week</li> <li>• Commitment to 2 year Borough SEN training on ASD and communication skills</li> <li>• Introduction of oracy lessons in years 7 and 8</li> </ul>

## Raising Aspirations

Changing expectations and aspirations is not only achieved via work in the classroom. We have provided a wide range of trips of various kinds linked directly to the curriculum or targeting improved breadth of experience and raising expectations.

<b>Positives</b>	<b>Strategies for further improvement</b>
<ul style="list-style-type: none"><li>• No disadvantaged student missed a trip due to financial constraints</li><li>• Disadvantage students actively targeted to attend trips to universities and STEM activities</li><li>• 75% of PP students participating in the Brilliant Club completed successfully</li><li>• 100% PP students gained access to Further Education, Apprenticeship or employment</li></ul>	<ul style="list-style-type: none"><li>• Participation in Junior University for all year 10 students</li><li>• Using Jack Petchey Awards to promote self-confidence by adopting an increased focus on disadvantaged students</li><li>• Change in emphasis on Presentation evening to reflect achievements of students from a wider demographic within the school</li><li>• STARS rebranding and expansion of the student representative body</li></ul>